

Children's Literacy Initiative

Teacher's Effective Literacy Practices

Update 2/6/12

Teacher:

School:

Grade:

- ☐ PreK ☐ K ☐ 1st ☐ 2nd ☐ 3rd

Check all that apply

- ☐ Special Ed. ☐ Basic Skills ☐ Bilingual ☐ ELL

Model Classroom Teacher:

- ☐ Y ☐ N

Professional Developer:

Region:

Project Number:

Total number of coaching hours completed this year:

Date of First Visit:

Was the teacher coached by the same PD for all hours?

- ☐ Y ☐ N

Date of Last Visit:

If teacher was not coached by the same PD for all hours, please explain:

Areas of Focus Completed for This Teacher

CORE PRACTICES:

Select at least one practice/page from the list below. All descriptors on selected page(s) must be completed.

- ☐ PreK-3: Literacy Environment - Physical Elements (Page 1)
☐ PreK-3: Intentional Read Aloud (Page 2)

- ☐ PreK-3: Message Time Plus® (Page 3)
☐ K-3: The Workshop Model (Page 4)

SUPPLEMENTAL AREAS:

Utilize sections from the areas below as applicable (pages are optional). All descriptors in selected sections must be completed.

PreK-3: Small Group and Individualized Learning (Page 5-6)

- ☐ PreK: Centers ☐ K-3: Individualized Instruction
☐ K-3: Small Group Instruction ☐ K-3 Independent Work Time

PreK-3: Writing (Page 9)

- ☐ Procedures ☐ Implementation ☐ Balanced Instruction

PreK-3: Effective Practices in Areas of Reading Instruction (Page 7-8)

- ☐ Phonological Awareness ☐ Vocabulary
☐ Phonemic Awareness ☐ Fluency
☐ Phonics ☐ Comprehension

PreK-3: Literacy Environment - Classroom Culture (Page 10)

- ☐ Planning and Reflection ☐ Teacher & Student Language
☐ Procedures ☐ Responsibility

PreK-3: Effective Practices in Assessment (Page 11-12)

- ☐ Types of Assessment ☐ Assessment Process
☐ Content of Assessments ☐ Running Records

Notes:

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PreK-3: Intentional Read Aloud

Evidence of teacher practice. The teacher...

	Date	Goal	Initial	Final	Tier	
Planning	1	G			2	Pre-reads books to understand content and practice pronunciation, expression, and fluency, and mark areas for prediction, discussion, etc.
	2	G			2	Purposefully chooses books for instruction that are at the appropriate listening level
	3	G			1	Determines lesson goals based on standards, curriculum scope and sequences, content areas, themes, authors, students' interests, etc.
	4	G			1	Gathers students in close proximity in a comfortable setting
Before, During & After Reading Strategies	5	G			1	Builds and/or activates background knowledge before reading
	6	G			1	Introduces author, illustrator, title, and dedication
	7	G			2	Models and elicits predictions before and during reading
	8	G			2	Sets a purpose for listening and responding
	9	G			1	Calls attention to parts of the book (cover, spine, title page, nonfiction text features) if appropriate
	10	G			1	Holds picture books open and facing out for all to see (some exceptions: i.e. when teaching students to visualize)
	11	G			2	Instructs and explains vocabulary in a student-friendly way
	12	G			2	Thinks aloud to model the use of appropriate comprehension strategies
	13	G			1	Models reading with expression and fluency
	14	G			1	Engages children throughout the reading by encouraging active involvement
Implementation	15	G			2	Asks a variety of open-ended questions and has natural conversations about text
	16	G				Adjusts instruction according to students' responses during the read aloud
	17	G			1	Responds to the read aloud after reading through discussion, charts, graphic organizers, and/or writing
	18	G				Reads aloud high quality text daily
	19	G				Reads aloud from a variety of genres throughout the year
	20	G				Utilizes charts and/or anchor charts before, during, and after reading
	21	G				Balances the focus of intentional read alouds to teach all areas of literacy instruction
	22	G				Remains focused on a primary objective and leaves room for other teaching opportunities (interesting language, writing craft, conventions, etc.)
	23	G				Uses positive classroom management techniques to maintain flow, pace, and enjoyment
	24	G				Connects the read aloud to other balanced literacy practices (centers, MTP, small group instruction)
Evidence of student learning. The students...	25	G				Uses the intentional read aloud as a foundation/springboard into workshop mini-lessons
	26	G				Re-reads books and/or portions of books
	27	G				Have opportunities to respond to open-ended questions (turn and talk, write response to a question, etc.)
	28	G				Focus their responses to the read aloud on the primary literacy objective
Final Observations:	29	G				Maintain interest through active involvement

Initial Observations:

Final Observations:

PreK-3: Message Time Plus[®]

Evidence of teacher practice. The teacher...

Date	Goal	Initial	Final	Tier	
1	G			1	Plans to conduct MTP frequently so students benefit from this high utility practice
2	G				Varies planned messages to connect to read alouds, class experiences, themes and content areas
3	G			1	Plans a primary literacy objective based on standards and curriculum scope and sequences
4	G				Plans a whole class mini-lesson based on a primary literacy objective
5	G				Varies the primary literacy objective in order to teach all areas of literacy
6	G			2	Includes and posts new or previously taught Tier II or III vocabulary words in the message
7	G			2	Includes and posts high-frequency words in the message
8	G				Varies the format and genre of the message based on instructional connections
9	G				Plans for possible scaffolding opportunities
10	G			1	Preplans but does not prewrite the message on the board
11	G			1	Gathers students in close proximity around the message board
12	G				Increases the complexity of the message over time (length, word choice, format, craft, sentence structure)
13	G			2	Conducts MTP in less than 25 minutes
14	G				Extends the message into other balanced literacy instructional practices
15	G				Differentiates instruction for ELL students and students of varying ability levels
16	G			1	Thinks aloud about the process of planning and writing the message
17	G			2	Supports children's comprehension of the message through the think aloud
18	G				References or uses language to support the primary literacy objective during the think aloud
19	G				Sound stretches words as necessary during writing
20	G			1	Writes the message with appropriate pacing, handwriting, and conventions
21	G			1	Uses unlined board or chart paper to write the message
22	G			2	Shares the reading of the message with varying levels of support to maintain fluency
23	G			1	Guides students as they re-read after each sentence of the message
24	G			2	Is explicit about the students' use of strategies while making predictions
25	G				Assesses students' based on their predictions and reading of the message
26	G			1	Guides students to re-read the entire message
27	G			2	Has established a method for calling 3-5 children to the board
28	G			1	Marks a circle for letters or letter combinations, a box for words, and a triangle for punctuation
29	G				Balances scaffolding techniques to teach all areas of literacy in context
30	G			1	Scaffolds students in their zone of proximal development (instructional learning level)
31	G				Utilizes management strategies to engage the whole class during Step 6
32	G			2	Transitions into the whole class mini-lesson from open or close framed questioning
33	G			2	Engages all learners in a whole class mini-lesson based on the planned primary literacy objective
34	G			2	Encourages risk-taking by ensuring that each child who finds an element of the message is successful
35	G				Establishes systems for tracking students' progress to plan for future lessons and scaffolding opportunities
36	G			1	Guides students to re-read the entire message again to see skills and strategies taught in context
37	G				Reflects upon and restates the primary literacy objective
Evidence of student learning. The students...					
38	G				Make reasonable predictions during the writing of the message
39	G				Engage in the shared reading of the message during Steps 3, 5, and 7
40	G				Identify the new teaching point learned during individual scaffolding opportunity in Step 6
41	G				State/restate what they found in the message "I found the _____"
42	G				Participate in the whole class mini-lesson and can articulate the primary literacy objective

Initial Observations:

Final Observations:

K-3: The Workshop Model

Evidence of teacher practice. The teacher...

	Date	Goal	Initial	Final	Tier	
Planning	1	G			1	Incorporates the workshop structure into the literacy block (mini-lessons, work time, share)
	2	G			1	Establishes routines and rituals for the workshop by teaching, modeling, and practicing
	3	G			1	Gathers students in close proximity around the message board
	4	G			2	Paces workshop lesson appropriately (20-30% mini-lesson, 50-60% work time, 10-20% share)
	5	G			2	Addresses children as "readers" and/or "writers," acknowledging their intentions, goals, interests, and use of strategies
Mini Lesson	6	G			1	Teaches structured mini-lessons (connect, teach, have-a-go, link)
	7	G			1	Teaches a balance of mini-lessons in reading and writing
	8	G			2	Teachers mini-lessons that are brief, focused, and explicit
	9	G			1	Articulates lesson objective - <i>what they will learn and why it is helpful to them</i>
	10	G			1	Demonstrates the behavior or strategy being taught - explains, models, and thinks aloud
Work Time	11	G			1	Chooses different methods/materials to best demonstrate the skill/strategy being taught
	12	G			1	Engages students with an opportunity to apply and demonstrate the skill/strategy taught (have-a-go)
	13	G			1	Provides students with a clear explanation of how and when children should use the skill/strategy taught (link)
	14	G			2	Generates, posts and reviews relevant anchor charts with students
	15	G			2	Uses mentor texts to teach skills and strategies
Share/Assess	16	G			1	Gives children adequate time to independently read and/or write within the workshop (50-60% of the workshop)
	17	G			1	Creates a work time climate that allows children to focus on their reading and/or writing
	18	G			2	Creates opportunities for students to respond to their reading and writing
	19	G			2	Individualizes instruction by conferring with children - focused on intentions and needs
	20	G			2	Keeps records/notes during conferences/small groups - student's strengths, needs, what was taught
	21	G				Ensures that work time is differentiated to meet the needs of various learners (leveled texts, varied tasks, flexible workspaces)
	22	G				Regularly confers with all children (individually and/or in small groups)
	23	G			2	Facilitates share sessions that solidify the learning and move the group forward by recognizing the use of a strategy/skill
	24	G				Has a management system in place to hold children accountable for work that was expected during work time
	25	G				Works with students to generate relevant and work-specific rubrics
	26	G			2	Celebrates the work and learning students are doing as readers and writers
	Evidence of student learning. The students...					
	27	G				Transition smoothly from one component of the workshop to another, moving around the room independently
	28	G				Practice the strategies taught in the current and/or previous lessons
	29	G				Have appropriate materials with them when needed (folders, books, sticky notes, etc.)
	31	G				Leave the meeting area aware of the expectations for work time
	32	G				Leave the meeting area with a clear understanding of how to use the strategy/skill (link)
	33	G				Utilize resources and anchor charts to support independent reading and writing
	34	G				Settle into independent work quickly with intention and focus
	36	G				Are attentive during mini-lessons, aware of the purpose and expectations
	37	G				Can explain <i>what</i> they are doing and <i>why</i> they are doing it
	39	G				Can talk/write about themselves as readers and/or writers (strengths, weaknesses, preferences, habits, etc.)
	40	G				Are able to describe what quality work looks like during the workshop

Initial Observations:

Final Observations:

PreK-3: Small Group and Individualized Learning - PAGE 1

PreK: Centers

Date	Goal	Initial	Final	Observations
1	G			INITIAL:
2	G			
3	G			
4	G			
5	G			
6	G			
7	G			
8	G			
9	G			
10	G			
11	G			FINAL:
12	G			
13	G			
14	G			
15	G			
16	G			
17	G			

Centers and materials are neatly organized and clearly labeled

Teacher selects and/or creates quality applications and materials

Each center application has a clear instructional purpose

Teacher includes clear directions for each application

Applications are varied to accommodate various learning styles

Applications are multileveled to support independent student learning

Many applications are based on classroom themes and read aloud books

Applications reflect changes in themes, topics, or instructional purposes

Centers contain books and print related to all center applications

Applications contain opportunities for independent reading and/or writing

Applications produce original work, not copying or worksheets

Applications include a self-check component

Instructional materials are task-oriented and used for clearly stated applications

Teacher establishes a system for sending children to centers

Teacher introduces/models new applications into whole group first, then small group, then for individual use

Teacher groups the students heterogeneously for centers

Teacher instructs students with a shared need in a small group on an as-needed basis

K-3: Small Group Instruction

Date	Goal	Initial	Final	Observations
1	G			INITIAL:
2	G			
3	G			
4	G			
5	G			
6	G			
7	G			
8	G			
9	G			
10	G			FINAL:
11	G			
12	G			
13	G			
14	G			
15	G			
16	G			Evidence of student learning. The students...
17	G			

Evidence of teacher practice. The teacher...

Formulates groups based on shared need in accordance with assessment data

Frequently meets with small groups in the form of guided reading, skill or strategy instruction

Creates groups that are flexible and shift as a result of assessment data documenting student progress

Appropriately matches text to readers

Focuses on a skill or strategy before, during, and after reading based on a shared need

Introduces and previews the text in order to activate and build background knowledge

Listens in one reader at a time while students read text to themselves

Provides prompts and reminders to use decoding and monitoring strategies (while listening in)

Observes and documents readers' behaviors for evidence of strategy use (while listening in)

Confirms children's problem solving attempts and successes (while listening in)

Recaps, responds or engages in a mini lesson in response to reading with students

Revisits the text for one or two teaching opportunities such as finding evidence or discussing problem solving

May provide an extension of the text for the students to work on in the small group or independently

Keeps records/notes about which strategies are being used by individual readers

Uses running records as a tool to assess growth in reading in addition to anecdotal notes

Evidence of student learning. The students...

Actively participate in small groups and have meaningful conversations

Apply and demonstrate strategies taught during small group instruction

K-3: Individualized Instruction					
Evidence of teacher practice. The teacher...				Observations	
Date	Goal	Initial	Final		
18	G			Has natural conversations with children about their reading and writing	INITIAL:
19	G			Focuses on and records children's intentions and needs	
20	G			Keeps records/notes about the children's strengths, needs and what was taught	FINAL:
21	G			Uses checklists and rubrics to assess progress	

Independent Work Time					Observations
Date	Goal	Initial	Final		
22	G			Independent reading occurs for all students daily	INITIAL:
23	G			Tasks include opportunities to work independently, in partnerships, and in small groups	
24	G			Tasks include opportunities to respond to reading	
25	G			Tasks include opportunities for writing	
26	G			Tasks include opportunities to practice and reinforce what has been previously taught	
27	G			Tasks have a clear instructional purpose and are connected to what students are learning	
28	G			Tasks produce original work, not copying or worksheets	
29	G			Tasks include reading and writing work in the content areas	
30	G			Tasks are varied to accommodate various learning styles	
31	G			Tasks are multileveled to meet the needs of various learners	
32	G			Teacher introduces and models independent tasks during whole class mini-lessons	FINAL:
33	G			Teacher conducts procedural mini-lessons to establish the routines and rituals of independent work time	
34	G			Teacher establishes a system for sending children off to independent work	
35	G			Teacher establishes a system for children to manage their independent work	
36	G			Teacher establishes a system for tracking, collecting, and checking independent work	
37	G			Teacher regularly addresses the problems/solutions of independent work time with the students	
Evidence of student learning. The students...					
38	G			Select meaningful tasks and utilize appropriate materials	
39	G			Access books for independent reading on their independent level	
40	G			Organize and manage independent work	
41	G			Demonstrate understanding of routine and procedures	
42	G			Apply what was learned in small groups or conferences	

PreK-3: Effective Practices in the Areas of Reading Instruction - PAGE 1

Phonological Awareness

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
1	G			Provides instructional opportunities to develop oral language skills through speaking (expressive) and listening (receptive)	INITIAL:
2	G			Provides instructional opportunities to develop print awareness: knowledge about the purpose and conventions of print	
3	G			Provides instructional opportunities to develop alphabet knowledge (letter recognition)	FINAL:
4	G			Provides instructional opportunities to identify and make oral rhymes	
5	G			Provides instructional opportunities to identify and work with syllables in spoken words	

Phonemic Awareness

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
6	G			Teaches skills in the context of authentic reading and writing activities	INITIAL:
7	G			Balances whole-class and small-group instruction based on assessment of students' needs	
8	G			Provides instructional opportunities to identify and work with onsets and rimes in spoken words	FINAL:
9	G			Provides instructional opportunities to identify and work with individual sounds in spoken words	
10	G			Provides instructional opportunities to segment and blend spoken words	

Phonics

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
11	G			Provides direct and systematic instruction of letter-sound relationships in a logical sequence	INITIAL:
12	G			Makes explicit the purpose of learning the relationship between letters and sounds	
13	G			Teaches phonics in combination with other areas of reading instruction	
14	G			Balances whole-class and small-group instruction based on assessment of students' needs	FINAL:
15	G			Evidence of student learning. The students...	
16	G			Decode words based on their developmental reading level	
				Encode/spell words based on their developmental spelling level	

Vocabulary

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
17	G			Provides daily opportunities for students to engage in various oral and written language activities	INITIAL:
18	G			Exposes children to rich language through daily read alouds of high-quality texts	
19	G			Provides ample time each day for independent reading and exposure to language	
20	G			Fosters word consciousness: an awareness of and interest in words, their meaning, and their power	
21	G			Explicitly teaches Tier II and Tier III words selected from high-quality texts	
22	G			Provides student-friendly definitions of words	
23	G			Selects important, useful, and difficult words that support comprehension and instruction	FINAL:
24	G			Provides active engagement with words through various modalities (visual, kinesthetic, etc.)	
25	G			Teaches strategies for learning new words	
26	G			Allows for repeated exposure to vocabulary words in multiple contexts for reinforcement	
27	G			Evidence of student learning. The students...	
28	G			Identify whether a word is familiar, somewhat familiar, or unknown	
				Recognize, interact with, and apply knowledge of vocabulary words in reading and writing	

Fluency				Evidence of teacher practice. The teacher...	Observations
Date	Goal	Initial	Final		
29	G			Models fluent reading during read alouds	INITIAL:
30	G			Guides fluent reading through shared reading	
31	G			Provides explicit instruction on fluent reading behaviors (accurate, smooth, expressive, etc.)	
32	G			Makes explicit the role that fluency plays in comprehension	
33	G			Teaches high-frequency/sight words in the context of authentic reading and writing	
34	G			Provides various activities for daily oral reading practice (shared, choral, echo, partner, tape-assisted, readers theatre, etc.)	
35	G			Monitors and assesses oral reading through frequent conferences and running records	
36	G			Provides ample time each day for students to read on their independent levels (high-success reading)	
37	G			Provides opportunities for students to re-read modeled or otherwise familiar texts	
38	G			Balances whole-class and small-group instruction based on assessment of students' needs	
Evidence of student learning. The students...					FINAL:
39	G			Read with intonation and expression	
40	G			Increase fluent reading behaviors over time	
41	G			Monitor their own reading by paying attention to phrasing	
42	G			Re-read and self-correct fluent reading behaviors	
43	G			Understand and articulate fluent reading behaviors	

Comprehension					Evidence of teacher practice. The teacher...	Observations
Date	Goal	Initial	Final			
44	G			Models and explains what it means to be a purposeful and active reader	INITIAL:	
45	G			Makes explicit the connection between comprehension and fluency, vocabulary, and word recognition		
46	G			Models and supports the use of comprehension strategies by thinking aloud before, during, and after reading		
47	G			Provides instruction that includes explicit modeling, guided practice, and independent application		
48	G			Teaches comprehension strategies in both isolation and combination		
49	G			Facilitates comprehension by providing opportunities to think, talk, and write about texts		
50	G			Utilizes graphic organizers to organize thinking about texts		
51	G			Balances whole-class and small-group instruction based on assessment of students' needs		
Evidence of student learning. The students...					FINAL:	
52	G			Use comprehension strategies before, during, and after reading		
53	G			Can articulate what they do and do not understand in a text		
54	G			Use and combine strategies effectively and appropriately		
55	G			Self-monitor reading and use strategies to clarify understanding		
56	G			Name and define the use of comprehension strategies		

Prek-3: Writing

Procedures

Evidence of teacher practice. The teacher...				Observations
Date	Goal	Initial	Final	
1	G		Establishes a space where a variety of writing materials, paper and other resources are organized, labeled and accessible	INITIAL:
2	G		Has a functioning management system for organizing various stages of children's writing (notebooks, folders, etc.)	
3	G		Teaches mini-lessons that model how to use word wall, theme and vocabulary word banks to support independent writing fluency	
4	G		Generates, posts and teaches students to use anchor charts independently	
5	G		Teaches students to edit writing by creating, posting, modeling and promoting the use of a self-editing checklist	
Evidence of student learning. The students...				
6	G		Access materials independently and with confidence	FINAL:
7	G		Utilize anchor charts, editing, checklist, and rubrics	
8	G		Take responsibility for organizing and maintaining their writing work and materials	

Balanced Instruction

Evidence of teacher practice: The teacher...				Observations
Date	Goal	Initial	Final	
9	G		Teaches students to write authentic, original text on self-selected topics	INITIAL:
10	G		Provides balanced instruction in a variety of writing modes	
11	G		Provides balanced instruction in a variety of writing genres	
12	G		Provides balanced instruction in a variety of traits	
13	G		Models and promotes use of the writing process	
14	G		Teaches students to write for different audiences and purposes	FINAL:
15	G		Regularly exposes children to different types of writing instruction; modeled, shared and interactive	
Evidence of student learning: The students...				
16	G		Demonstrate ability to write in multiple modes and genres	
17	G		Participate in the steps of the writing process	

Implementation

Evidence of teacher practice. The teacher...				Observations
Date	Goal	Initial	Final	
18	G		Demonstrates the writing behavior being taught (explains/models/thinks aloud)	INITIAL:
19	G		Uses read alouds and author studies to teach author's craft	
20	G		Connects the skills of reading and writing by teaching students to read like a writer and write like a reader	
21	G		Individualizes instruction by conferring with writers and giving specific feedback for support	
22	G		Honors/encourages children at every developmental stage of writing (including early stage attempts at letter formation/spelling)	
23	G		Celebrates the work and learning students are doing as writers (author's chair, publishing party, etc.)	FINAL:
24	G		Frequently displays children's writing at every developmental writing stage	
Evidence of student learning. The students...				
25	G		Can describe their writing strengths and needs	
26	G		Articulate and apply writing goals	

PreK-3: Literacy Environment - Classroom Culture

Planning and Reflection

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
1	G			Creates a structured environment that is kind, firm and promotes risk-taking	INITIAL:
2	G			Articulates the rationale behind the decisions made about the classroom culture	
3	G			Plans and reflects on the level of interest and engagement of students	
4	G			Creates a shared community where all are valued and considered contributing members	FINAL:
5	G			Recognizes the impact of verbal and nonverbal communication on students' emotions and self-esteem	
6	G			Regularly reflects on the procedures of the classroom and makes adjustments to meet student needs	

Teacher and Student Language

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
7	G			Models, practices and reinforces positive and empowering language with students	INITIAL:
8	G			Uses language that promotes self-reflection and intrinsic motivation for students to "do the right thing"	
9	G			Carefully chooses words that recognize effort and improvement, offering specific feedback about what students are doing well	
10	G			Uses the language of "we, us and our"	FINAL:
11	G			Provides frequent opportunities for children to discuss ideas, thoughts and opinions through accountable talk and active listening	
				Evidence of student learning. The students...	
12	G			Use positive, empowering language with each other	

Procedures

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
13	G			Establishes and implements specific, consistent and predictable procedures for all materials, processes and areas in the classroom	INITIAL:
14	G			Creates, posts and regularly references procedural anchor charts with the students	FINAL:
				Evidence of student learning. The students...	
15	G			Transition smoothly, increasing time on task (procedures have become rituals)	

Responsibility

Date	Goal	Initial	Final	Evidence of teacher practice. The teacher...	Observations
16	G			Works with students to establish "responsibilities" (vs. rules) for expected behaviors	INITIAL:
17	G			Works with students to generate, post, and use responsibility anchor charts to support expected behaviors	
18	G			Works with students to establish logical solutions that match the expected behavior	
19	G			Communicates high expectations for student behavior	FINAL:
20	G			Encourages students to feel responsible for their own learning and behavior in and outside of the classroom	
				Evidence of student learning. The students...	
21	G			Demonstrate ownership of their own learning and behavior in and outside of the classroom	

PreK-3: Effective Practices in Assessment - PAGE 1

Types of Assessments

Evidence of teacher practice. The teacher...				Observations	
Date	Goal	Initial	Final		
1	G			Administers screening assessments at the beginning of the year to identify children who are "at risk"	INITIAL:
2	G			Administers diagnostic assessments to at-risk children as needed throughout the year	
3	G			Administers formative assessments frequently to plan for and adjust literacy instruction	FINAL:
4	G			Administers summative assessments at the end of the year in order to measure how each child performed	
5	G			Utilizes informal assessments in addition to formal assessments to assess progress	

Content of Assessments

Evidence of teacher practice. The teacher...				Observations	
Date	Goal	Initial	Final		
6	G			Knows and understands the standards in reading, writing, and oral language	INITIAL:
7	G			Assesses content that is important at a particular time (avoids spending class time assessing unimportant concepts)	
8	G			Uses assessment that is authentic, reflecting "real" reading and writing	FINAL:
9	G			Uses assessment that is developmentally and culturally appropriate	
10	G			Utilizes the content of assessments to inform what gets taught, without limiting or dictating the curriculum	
11	G			Creates assessments (such as checklists and rubrics) that are written in student-friendly language	

Assessment Process

Evidence of teacher practice. The teacher...				Observations	
Date	Goal	Initial	Final		
12	G			Determines learning goals for instructional practices	INITIAL:
13	G			Collects evidence of student learning to measure learning goals (assessment)	
14	G			Is aware what students need to know and/or be able to do in order to complete the assessment	
15	G			Differentiates/adapts assessments (in design and delivery) for ELL and students with special needs	
16	G			Documents student achievement of learning goals	
17	G			Examines and organizes assessment results	
18	G			Analyzes data to determine patterns of growth, areas of strength, and areas that need improvement	
19	G			Uses assessment results to inform grouping structures	FINAL:
20	G			Uses assessment results to plan instructional topics and concepts	
21	G			Uses assessment results to plan for appropriate instructional practices and methods	
22	G			Uses assessment results to plan teaching of specific skills and strategies	
23	G			Reflects upon information gathered from assessments to determine whether they were appropriate and valid	
24	G			Generates informal assessments (such as rubrics) with students	
25	G			Provides immediate feedback to students as a result of informal assessment	
26	G			Shares assessment results with students, families, colleagues, and other support personnel when appropriate	

Running Records

Evidence of teacher practice. The teacher...

Date	Goal	Initial	Final	Observations
27	G			INITIAL: Selects unfamiliar text that approximates the student's reading level for running record assessment purposes
28	G			Sits next to the student and explains that she/he will read out loud and observes and records her/his reading skills
29	G			Provides students with the text or a typed copy of the text to read from (for longer books, only the first 100-150 words are needed)
30	G			Marks appropriate running record symbols and marking conventions while listening to the student read
31	G			Records symbols, markings, and anecdotal notes on a running record form
32	G			Demonstrates an increased ability to quickly record symbols and markings over time
33	G			Assesses a student's comprehension of the book read after the running record is administered (optional)
34	G			Administers running records frequently in order to inform instruction
35	G			Totals and records the number of errors and self-corrections
36	G			Calculates the student's error rate, accuracy rate, and self-correction rate
37	G			Uses accuracy rate to determine whether the text read is at the student's independent, instructional or frustration level
38	G			Further analyzes students reading behavior by determining whether the errors and self-corrections were made as a result of meaning, structure, or visual cueing (optional)

FINAL: